



WHEN THE BORDER VANISHES



It Takes a Village and More: The United Nations Millennium Project

A brief background of the Millennium Project:

“Eradicating extreme poverty continues to be one of the main challenges of our time, and is a major concern of the international community. Ending this scourge will require the combined efforts of all, governments, civil society organizations and the private sector, in the context of a stronger and more effective global partnership for development. The Millennium Development Goals set time bound targets, by which progress in reducing income poverty, hunger, disease, lack of adequate shelter and exclusion—while promoting gender equality, health, education and environmental sustainability—can be measured. They also embody basic human rights—the rights of each person on the planet to health, education, shelter and security. The Goals are ambitious but feasible and, together with the comprehensive United Nations development agenda, set the course for the world’s efforts to alleviate extreme poverty by 2015.”

United Nations Secretary-General Ban Ki-moon

In September 2000, building upon a decade of major United Nations conferences and summits, world leaders came together at United Nations Headquarters in New York City to adopt the United Nations Millennium Declaration, committing their nations to a new global partnership to reduce extreme poverty and setting out a series of time-bound targets—with a deadline of 2015—that have become known as the Millennium Development Goals.

The eight Millennium Development Goals (MDGs—which range from halving extreme poverty to halting the spread of HIV/AIDS and providing universal primary education, all by the target date of 2015—form a blueprint agreed to by all the world’s countries and all the world’s leading development institutions. They have galvanized unprecedented efforts to meet the needs of the world’s poorest.

<http://www.un.org/millenniumgoals/>

Standard:

- I. Culture
- II. Time, Continuity, and Change
- III. People, Places, and Environment
- IV. Individuals, Development, and Identity
- V. Individuals, Groups, and Institutions
- VI. Power, Authority, and Governance
- VII. Production, Consumption, and Distribution
- VIII. Science, Technology, and Society
- IX. Global Connections
- X. Civic Ideals and Practices

Grade Level: 7–12

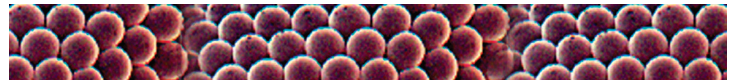
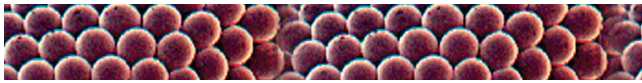
Objectives:

The student will:

- Comprehend the background and purposes of the UN Millennium Development Goals
- Realize that the eight Millennium Goals have a common denominator of reducing world poverty by 2015
- Research information related to the UN Millennium Goals
- Determine which regions of the world have potential—or lack of potential—for achieving specific goals

Time:

1–4 class periods (Sections of lesson can be done independently, decreasing the number of required class periods.)

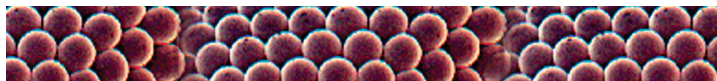
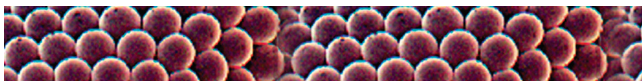


Materials:

Handout #1: UN Millennium Development Symbols
Handout #2: Millennium Goals Posters (a–g)
Handout #3: Identification of Posters (a–g)
Poster Paper and markers
Blank world maps and markers
Handout #4: Official list of MDG Indicators
Handout #5: It Takes a Village and More: Studying the UN Millennium Goals
Handout #6: Vocabulary
Handout #7: Millennium Goal Drawings (a–h)

Procedures:

1. Explain the United Nations' Millennium Development Goals (MDGs) to the students, providing just the basic who, what, where, and why of this program.
2. Define and discuss why the UN uses the word, "millennium," for their goals. [Definition: A millennium is a period of 1,000 years.] Why would the UN propose goals that will take 1,000 years to attain? Obviously, there is an alternate meaning: millennium can refer in general to a time when great achievements occur or some other important objective is reached. This more clearly matches the intent of the United Nations' Millennium Development Goals.
3. Have students complete *Handout #1: The United Nations Millennium Development Goals*, as a simple introduction to the MDGs. Review students' answers to this matching activity.
4. Show video (3:02 minutes) of Helen Clark, Administrator of the United Nations Development Program, providing an overview of the MDGs.
<http://link.brightcove.com/services/player/bcpid72850299001?bctid=608450792001>
5. Divide students into five groups. Print five sets of the *Handout #2* posters. Display the sets on walls around the room or place them on students' desks. Have each group examine the posters from the UN site. Have a list of the MDGs available for students to reference.
 - Ask students: Why are the posters in different languages? Name the languages used. Why were these languages selected? Describe the portrayal of each MDG.
 - What is there about each picture that conveys the message of the MDG? Could any of the posters be used for other MDGs? Which MDGs are **NOT** represented? (See *Handout #3* for the correct matching of posters with languages and MDGs.)
 - Provide poster paper (or go smaller, if preferred) to each group. Divide the missing goals among the groups. Some can be repeated so that each group has an MDG. Have students create poster images for the missing MDGs. Students should show and explain their posters. Create a UN Millennium Development Goals display with posters, both from the UN site and the student-generated art, on walls of the classroom, or in a school hallway area to better inform all students in the school.
6. Students should have some familiarity with the MDGs at this point. To delve more deeply into the facts of each goal, divide the eight goals among students. Either divide the students into eight groups or alternately assign the goals to students who will work individually.



7. Arrange for students to use individual computers or to visit a computer lab.
8. Explain assignment before computer use. Distribute *Handout #5*.
(Note: Students will research the eight Millennium Goals. Provided for the teacher is one fully formatted goal, #7, which serves as an example of the approach to any of the other goals.)
For additional information, see *Handout #4* for a chart of all goals, targets, and indicators. Explain to students what each of these terms reveals about the goals.
9. Have students present their Millennium Goals to the class. Establish length of time and other parameters for the presentation. Students should gain a basic understanding of each goal. Have presenters avoid extensive use of facts and data. The title of each presentation should be, "It Takes a Village and More," with the students placing the emphasis on "More."

Extension Activity:

1. Have students go to http://www.unmillenniumproject.org/mv/mv_closer.htm
What is a Millennium Village? Why are all of the villages in Africa? Describe the key issues plaguing each of the villages. What do the villages have in common? How are they different? What is the United Nations doing for each village? How is the UN involving other players, for example governments and local people? You have been assigned to assist a Millennium Village. Choose a location.
2. Divide the *Millennium Goal Drawings (Handout #7)* among the students. Randomly distribute enough copies of the eight drawings so that each student has a drawing. (This activity can be done in conjunction with Procedures/Step #7 or as a replacement for the "art exhibit" suggested in Step #7.)
Distribute colored pencils or markers. Have students label each paper with the major heading: "We Can End Poverty: 2015," followed by the specific goal. Students should decide what to write, draw, and color on the drawing to make it more compelling to the average viewer. Statistics, key accomplishments, key issues, and possible reasons for failure can be included. When all drawings are completed, post them in the hallway to draw attention to the UN Millennium Goals. ■